



Behaviour Management Policy

Aim

Stanton Community Primary School is proud of its excellent ethos and continually strives towards establishing and maintaining an atmosphere in which everybody feels safe, secure and happy.

We aim to:

- promote good behaviour and respect for people and property
- ensure that pupils complete assigned work
- encourage pupils to regulate their own behaviour
- prevent all forms of bullying including:
 - race, religion, culture,
 - homophobic bullying
 - bullying of pupils with SEN or disabilities
 - sexist or sexual bullying
 - cyberbullying

Principles

Our school is a community and therefore each individual's behaviour and attitude influences and affects the other members.

The adults in the school will:

- have high expectations of behaviour and learning
- develop good learning behaviours in all the children through our building learning powers
- follow our school ethos of **nurturing** each child, helping children to **enjoy** learning, encouraging them to **aspire** to be the best they can be in order to **achieve** their full potential
- listen to the views of all children

Our children are expected to:

- have a proper regard for authority
- recognise the teacher's right to teach and all children's right to learn
- treat others with consideration and respect

The children are encouraged to:

- make the right behavioural choices
- develop self-discipline and a sense of social responsibility
- develop worthwhile moral and spiritual values and positive attitudes

Good Practice

In order to achieve our aims all the adults involved at Stanton Community Primary School will:

- Work within the established and agreed rules and routines with the children;
- Model good behaviour;
- Be polite and use positive language to reinforce e.g. "Remember to sit on the carpet please" rather than "Don't do";
- Develop a climate of mutual respect;
- Use quality circle time type sessions to discuss class problems and ways of solving them;
- Use non-verbal signals rather than a loud voice e.g. clapping, shaking a tambourine;
- Discuss behaviour calmly and quietly with children rather than shout
- Provide "time-out" if needed;
- Build opportunities to prevent episodes before they happen if we see patterns in behaviour arising;
- Liaise with outside agencies when appropriate;
- Set up liaison between the teacher, leadership team, parents and child when appropriate.

It is also important that the school has positive attitudes of support from parents and the community. Stanton School is committed to working with the local community to develop responsible young citizens through partnership, trust and communication.

Rewards

- ❖ **Privilege Playtime:** Positive behaviour will be promoted through rewarding children who make the correct behaviour choices.
- ❖ **House Points:** Each child is assigned to a 'house' when they join our school. Children are awarded house points for learning and behaviour. These are recorded on a chart in each classroom and counted weekly. They are shared in a whole school 'house point' assembly.
- ❖ **Certificates of Achievement:** These will be awarded for excellent work, positive attitudes and super effort. They are also linked to the skills of Building Learning Power. Children from each class will receive a certificate in an assembly once a week. These children will be invited to sit on a bench at the front of the hall.
- ❖ **Class targets:** We encourage children to support each other and work co-operatively as a team both in the classroom and in the playground. Each class has their own marble jar and when it's full, a class treat is enjoyed. (video, extra playtime or an ice-cream).

Privilege Playtime

The values that underpin our behaviour management system our whole school ethos are:

- ❖ Respect for self
- ❖ Respect for others
- ❖ Respect for our immediate and wider environment

Privilege Playtime is an extra playtime to reward children who consistently make the right behaviour choices throughout the week. These children will also be given a sticker that says 'I earned my privilege playtime this week'.

The system is based on three sessions each day. Every child starts each session with a number of dots - 3 dots for children in years 1, 2 and 3; 2 dots for children in years 4, 5 and 6.

There are extra charts in the dining room for midday supervisors to use.

Giving Up Dots

Every time a child needs a reminder to make the right behaviour choice or to follow the Golden rules - not calling out, rudeness, not giving their best effort - a dot will be rubbed out. The adults in the classroom will ensure the children know what choice they made that resulted in them giving up a dot.

The dots are reinstated at the beginning of each session.

Consequences

If a child gives up all their dots before playtime, the consequence is they give up their playtime.

If a child gives up all their dots in the session before lunchtime, they will give up 15 minutes of their lunchtime playtime.

If a child gives up all their dots in the afternoon session in KS1 the children give up their playtime and in KS2 they are removed from the classroom for 15 minutes as they do not have an afternoon playtime.

If a child gives up their dots in the dining room they will give up 15 minutes of their lunchtime playtime.

If a child purposefully hurts somebody when they are outside they will immediately be taken to The Headteacher or Deputy Head teacher, they will write a letter of apology to the person they hurt and give up their next playtime.

Those children who gave up 5 dots or fewer in a week will be rewarded with the extra privilege playtime and a sticker to wear home to say that they have achieved this reward. Children who gave up more than 5 dots over the week will continue working in their classroom.

All of the adults in the school community can use this system. All of the parents are informed about how the system works, what to expect and how to support their children (e.g. through the school brochure and annual reminders of the rules). Participation in this system helps the children to learn that communities are prepared to invest time and effort into upholding their moral values.

The two key features of the model are firstly that all children are recognised and rewarded and secondly, children are deterred from inappropriate behaviour because they are highly motivated by the incentives. Golden Rules are displayed in every classroom

It may be necessary at times to place a child on a daily reward chart. These are often used for very young children or for those who have more significant behaviour problems. These reward charts are class based and give the children 10 minutes on an activity of their choice at the end of each day or each session. Children will give up a minute each time they chose not to follow their targeted behaviour choice.

Children with specific needs will sometimes follow behaviour rewards suggested by external agencies.

Physical Abuse:

Physical abuse will not be tolerated at Stanton School and will be taken very seriously.

- ❖ An instant loss of playtime
- ❖ The child is sent to a member of the Management Team.
- ❖ A written record is kept for persistent offenders.
- ❖ Parents are involved, when appropriate, to discuss the behaviour with the class teacher or senior member of staff. Parents are encouraged to actively support positive behaviour.
- ❖ Supervised withdrawal may be considered.
- ❖ The Head teacher will monitor the behaviour of pupils who are under the supervision of senior staff and will arrange behaviour targets for pupils with serious behavioural difficulties.

If the above disruption continues or there is a single very serious offence causing concern for the safety and welfare of the pupil or others, the Head teacher must be involved or the Deputy head teacher in her absence. A 'Red Help Card' can be used to summon immediate help. In this instance, the parents of the child will be notified and an appropriate consequence given.

Playtimes

Some of our children find the unstructured side of playtime outside in the large playground very difficult to cope with. This can manifest itself with other children being hurt regularly. If this is the case a more nurturing playtime environment is can be available in the smaller Foundation Stage outside area. This would be supervised by a member of staff at all times and can enable the children access more structured play and to discuss issues with the member of staff. This could continue for up to half a term when the children are given the opportunity to be reintegrated into the large playground.

Other Examples of Sanctions used in School

- One-to-one admonishment
- Removal from the group or class to an alternative place within the classroom
- Withdrawal from a particular lesson or peer group
- Withdrawal of access to the school ICT system (if it is misused by a pupils e.g. cyberbullying)
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- Withdrawal of break or some lunchtime privileges
- A fixed term exclusion
- Permanent exclusion

Sexual Violence and Sexual Harassment

At Stanton Community Primary School sexual violence or harassment will not be tolerated.

This behaviour can occur between two children of any sex, through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physical and verbal)

Any victims are taken seriously and offered appropriate support.

Decisions on the consequences for such behaviour in the school will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

Bullying

Bullying will not be tolerated.

Bullying is continued, annoying behaviour designed to upset another (**Several Times On Purpose**), or a single incident where one child (or a group) tries to dominate or harm another against his/her will.

It may take the form of teasing, name-calling, physical assaults either minor (poking, pinching, shoving, grabbing, pushing), more aggressive (punching, scratching, biting, kicking), or damaging the child's property.

At Stanton Primary School the concept of bullying is discussed with the children in class circle time, ECHO groups (**Every Child Has Opinions**) in and in Full Assemblies. The children are taught that it is perfectly acceptable to tell the staff, or another pupil who will then tell the staff on their behalf. The child who believes s/he is being bullied will be listened to and action will be taken on that day or at another time agreeable to the child. The child will be helped to face the bully, usually in the presence of the Head teacher or Deputy Head teacher, and relationships will be repaired and restored.

The child who finds it difficult to make relationships with others without bullying will be supported through a behaviour management programme and his/her parents will be involved. In persistent cases or single serious incidents then a member of staff will supervise anti-social children for 'time-out' at lunchtime and playtime - the playtime of the majority will not be spoiled by the difficulties of the minority.

Swearing

There are several types of swearing the staff may have to deal with:

- ❖ Inadvertent swearing (usually a very young child), when the child is not fully aware of the modes of speech acceptable, and that some words used elsewhere are not encouraged at school.
- ❖ Sotto voce swearing when a child is annoyed at his/herself when a mistake is made, something dropped, or during a game of football.
- ❖ Swearing at another child as a term of abuse.
- ❖ Swearing at an adult inadvertently (because the child is upset and unable to moderate his/her language).
- ❖ Deliberately swearing at an adult as a term of abuse.

All incidents of a pupil swearing publicly will be followed up. The consequence applied needs to take into account the degree of seriousness. Pupils very quickly understand that there are different modes of speech for different situations. Adults should be cautious regarding comments relating to pupil's experience outside of school, and confine themselves to positively promoting the Stanton ethos: "Remember how we speak to each other" etc.

Senior Staff must deal with any incident of a child swearing at an adult.

Inclusion

We strive to meet the individual needs of all children and, where necessary, provide support through Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs). In the case of a recurring problem or the repetition of specific behaviours which disrupt or put at risk the children and/or the staff, parents will be invited into school to discuss the best way we can work together to resolve the problem. The County Inclusion Support Service (CISS) and the special needs team will be consulted if professional intervention is considered necessary. We consider a close partnership with parents essential to promoting positive behaviour and supporting individual needs.

In accordance with the Disability Equality Scheme, Stanton Community Primary School will treat each child as an individual and take into account any disabilities that a child may have when supporting behaviour in school

Exclusion

What is exclusion?

This is a disciplinary measure, which the Headteacher of a school can use to deal with incidents of serious misbehaviour.

By law, only the Headteacher, or the designated Acting Headteacher, can exclude a pupil.

An exclusion letter will be sent to the parent/carer within one school day of the decision to exclude. This letter must include:

- the precise period of the exclusion
- the reason(s) for the exclusion
- your right to state your case to the governors and how to go about this.

If your child has Special Educational Needs the school must take this into account.

There are two types of exclusion:

Fixed-term exclusion (previously known as suspension)

This is when the Headteacher writes to tell you that you must keep your child at home for a fixed number of school days. By law, this cannot be more than 45 schools days in any one year.

- If your child is excluded for longer than a day, the school must provide them with work that must be marked
- The school should call you on the day an exclusion is given and follow up with a letter that explains the period of exclusion, the reasons for it and who to contact if you'd like to give your views
- Children can be excluded only if they have seriously broken school rules or if their presence at school would harm other children or disrupt learning.

For exclusions over 5 days but no more than 15 days in any school year - you have a right to ask for a meeting of the school governors' Pupil Discipline Committee, where you can give your views.

For exclusions over 15 days - the clerk to the Pupil Discipline Committee will tell you that a meeting will be held. You and your child will be invited. They must also send you the school's report about the exclusion before the meeting takes place. The school will tell you about your right to see your child's school record.

You have no right to appeal against fixed-term exclusion.

In considering exclusion the full circumstances of the misdemeanour will be investigated.

Pupils will be excluded from the school site if:

- There is sufficient evidence that a pupil has committed a disciplinary offence. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

A decision to exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion - (previously known as being expelled)

This is when a Headteacher writes to tell you that they have decided your child will be taken off the school roll.

The school's governing body is required to review the Headteacher's decision and you will be invited to explain your views on the exclusion.

If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by your local council.

The school must explain in a letter how to make an appeal.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and would be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

The school will also consider whether or not to inform other agencies, e.g. social workers, police etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Suffolk Children & Young People Service (CYP) (previously known as Suffolk LEA) have made a commitment to provide your child with a full time education after a permanent exclusion; the area inclusion co-ordinator should discuss your child's options with you. They can be contacted through the area offices below.

The Suffolk Parent Partnership Service can offer support and information for parents and carers on a dedicated Helpline number 01473 265210 or [through their website](#).

The Advisory Centre for Education (ACE) is an independent registered charity, which offers information about state education in England and Wales for parents of school age children.

They offer free telephone advice on many subjects like exclusion from school, bullying, special educational needs and school admission appeals.

Advice Lines

General advice line 0808 800 5793

Exclusion advice 020 7704 9822

www.ace-ed.org.uk

Alternatives to exclusion

A number of different alternatives may be used in response to a serious breach of behaviour policy:

a) **Restorative justice**, which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This can only work with the consent of all parties;

b) **Internal exclusion** can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion will be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion will be for the shortest time possible and will be subject to review.

c) **Managed move** to another school to enable the pupil to have a fresh start in a new school. This will only be done with the full knowledge and cooperation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned. Parents will never be pressured into removing their child from the school under threat of a permanent exclusion, nor will pupils' names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures have been adhered to.

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head teacher will:

- a) Ensure that a thorough investigation has been carried out;
- b) Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- c) Allow and encourage the pupil to give his or her version of events;
- d) Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment;
- e) If necessary, consult others, but not anyone who may later have a role in reviewing the head teacher's decision, for example a member of the governing body.

The limit of 45 school days applies to the individual pupil. Therefore, any days of fixed period exclusion served by the pupil in any school or PRU in the same school year will count towards the total. When a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year will also be transferred promptly to the new school. However, individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school.

The Head teacher will arrange a reintegration meeting with parents following the expiry of a fixed period exclusion. This is an opportunity to discuss how best the pupil can return to school.

If the school or LA considers that parental influence could be better brought to bear in improving the behaviour of the pupil who has been excluded, they may consider whether it is appropriate to offer a parenting contract.

If the exclusion is the second fixed period exclusion (for serious misbehaviour) within a twelve-month period and the parent is unwilling to engage with the school or LA to bring about improvements in the pupil's behaviour, the LA may consider applying to the court for a parenting order to compel the parent to comply with certain requirements including attendance at parenting classes.

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (deemed to be equivalent to one half of a school day) and will be treated as such, and parents have the same right to be given information and to make representations. Arrangements will be made for pupils who are entitled to free school meals to receive their entitlement, which may mean, for example, providing a packed lunch.

Criteria for Success

The success of our school behaviour policy and procedures will be measured against the children's positive behaviour during each term. Our policy will be considered successful if all of our children are making progress, are integrated to the best of their ability, are safe and happy in school and are accepted by their peers.

Complaints

It is an integral part of our overall school policy that parents are involved in the education of their children. Where a child has been identified with specific behaviour difficulties, parents will be invited to participate in the development of targets for their children. However, if a parent has a concern they should first discuss this with their class teacher and/or the Head teacher where every effort will be made to resolve the matter. If a parent is still concerned then they should direct their complaint to the Governing Body. In the event that a parent is still dissatisfied there is a copy of the school's Complaints Procedure available from the school office.

Monitoring and Evaluation

The implementation and success of this policy will be evaluated annually and reviewed every two years.

Approved by Governors: January 2015 / Reviewed February 2017/ January 2018

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